🔴🟢🔵 RUBRIC: TECHNICAL WRITING PRODUCT

Individual Student Event, 2 Titles Allowed Per School To Apply

Students who like to explain how to do some technology task are perfect for this category. Has the student created needed materials to help in a project, a classroom, and media center or community partner? These materials may be technical writing products.

Students produce technical writing that provides clear and precise suggestions or directions for using technology to solve a real problem. The student must identify a specific problem and provide a creative or innovative solution. The product must reflect effective communication skills and must promote the ethical, safe and legal use of technology. The product must be created by no more than one student.

What the STLP Coordinator/Coach/Teacher should do:
- Share the rubric with students who write
- Determine which students should apply for this category
- Assist students with questions, make suggestions on quality of work (e.g., model use of the rubric, coach students on polishing piece using the rubric, assist students in eliminating stereotypes, prejudices and biases)
- Check Copyright

What the student should do:
- Review the rubric
- Decide the topic
- Prepare the technical writing piece for judging

TITLE OF PIECE: _____

(See Rubric on next Page)

AT STATE PRESENTED ON STAGE: **First**   **Second**

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COPYRIGHT Copyright issues Not appropriate			No issues with copyright School appropriate	Score
0			**10**	
PURPOSE & AUDIENCE Purpose is unclear Intended audience is unclear	Purpose can be determined by the reader, but some lapses Intended audience may seem to switch	Purpose for writing is clear. Intended audience is clear to the reader. Voice and/or tone may not seem appropriate for the intended audience.	Purpose for writing is clear and focused. Intended audience is clear to the reader. Voice and tone is appropriate for the intended audience.	Score
1 2 3	**4 5 6**	**7 8**	**9 10**	
TECHNOLOGY USE No citations. Little use of technology	Citations are vague. AND/OR Technology use does not support the writer's purpose. AND/OR Images or diagrams are irrelevant to the writer's purpose.	Over use of technology or images may distract reader focus away from the writer's purpose. Resources are cited appropriately. Technology format may not be best choice for purpose.	Technology is used effectively to create and enhance the product. Images/diagrams are relevant and add to the purpose Images/diagrams are visually appealing Resources are cited	Score
1 2 3	**4 5 6**	**7 8**	**9 10**	
INNOVATION and/or CREATIVITY Student describes a problem but does not provide a solution. OR Student provides a solution, but does not describe the problem.	Student identifies a real problem and a solution, but offers little or no innovation or creativity in its solution.	Student identifies a real-world problem and demonstrates some creativity in its solution.	Student identifies a specific problem and provides an innovative and/or creative solution to the problem.	Score
1 2 3	**4 5 6**	**7 8**	**9 10**	
PRODUCTIVITY Solution provided is not possible or practical.	Solution saves little time, money and/or energy	Solution may save time, money and/or energy for the end-user.	Student provides a solution that will save time, money and/or energy for the end-user.	Score
1 2 3	**4 5 6**	**7 8**	**9 10**	
IDEAS & ORGANIZATION	Insufficient details; lacks important information for reader understanding	Some lapses in focus or confusing details	Ideas are developed through logical, relevant details. Writing is well organized and easy for the reader to follow.	Score
	1	**2 3**	**4 5**	
VOCABULARY	Little or no technical vocabulary. Word choice interferes with reader's understanding.	Some technical vocabulary is used Some word choice or use of technical language is confusing to the reader.	Language is concise and adds to the product. Technical language is used appropriately and explained when necessary to promote reader understanding.	Score
	1	**2 3**	**4 5**	
LANGUAGE MECHANICS	Errors interfere with understanding of writer's purpose.	Some errors that do NOT interfere with understanding.	Writing demonstrates control of spelling, punctuation, spelling, grammar and usage.	Score
	1	**2 3**	**4 5**	
			TOTAL SCORE of 65	**Total Score**